

General intelligence of Hindu and Muslim children in relation to their father's education

Manoj Kumar^{1*}

ABSTRACT

The aim of present study was to examine the general intelligence of Hindu and Muslim children in relation to their father's education. The study was conducted on 200 school going students studying in class 8 to 10. The sample comprised of both Hindu and Muslim students. To measure the proposed variables, Hindi version of 'General Intelligence Test' constructed and standardized by Mohsin, S.M. (1968) was used and a self-made Personal Information Inventory was used to collect personal information of subjects. Students were classified into three groups on the basis of father's education of students—father's education upto matriculation, father's education upto intermediate, father's education upto graduate. The general intelligence scores of different groups of subjects were compared. Application of 't' test revealed that there is significant difference between father's education graduation and father's education matric but insignificant difference between children of father's education inter on general intelligence. Also, there is insignificant difference between father's education matric and father's education inter on general intelligence of students.

Keywords: *General Intelligence Hindu And Muslim Children, Father's Education*

Intelligence is one of the most vital factors in one's life. It is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment. It is the ability to acquire and apply knowledge and skills. According to Robinson and Robinson (1965) intelligence refers to the whole class of cognitive behaviours which reflect an individual's capacity to solve problems with insight, to adapt himself to new situations, to think abstractly and to profit from his experiences. Neisser et. al. (1996) intelligence is the individual ability to understand complex ideas, to adapt effectively to the environment, to learn from experience, to engage in various forms of reasoning and to overcome obstacles by taking thought. Stoddard (1941) define intelligence as a ability to understand activities that are characterized by difficulty, complexity, abstractness, economy, adaptiveness to goal, social value and the emergence of originals and to maintain such activities under conditions that demand a concentration of energy and a resistance to emotional factors.

¹Research Scholar in Psychology, J.P.University, Chhapra, India

*Responding Author

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Objectives

1. to examine General intelligence of Hindu and Muslim students.
2. to explore the relation of father's education with general intelligence of students.

Hypothesis

1. There will be significant difference between Hindu and Muslim students on general intelligence.
2. There will be significant effect of father education on general intelligence of students.

METHODOLOGY

The study was conducted on Hindu and Muslim students studying in class 8 to 10. The sample comprised of 200 students – 100 Hindu and 100 Muslim. The sample of the study was collected from four government school of Siwan district, Bihar with purposive-cum-random sampling technique. Samples are divided into three groups on the basis of father's education of students – father's education upto matriculation, father's education upto intermediate, father's education upto graduate.

Tools/instruments

Hindi version of 'General Intelligence Test' constructed and standardized by Mohsin, S.M. (1968) was used to measure general intelligence of students. It consists of six sub-tests, namely, Best answer, Classification, Analogy, Logical reasoning, Sentence completion and Reasoning. The numbers of items in the six sub-tests were 20, 30, 40, 22, 26 and 18, respectively total 156 items.

A self-made personal datasheet was used to collect the general information like – name, age, class, gender, caste, religion and family size, father's education etc. of students.

RESULTS AND DISCUSSION

The obtained mean general intelligence scores of Hindu and Muslim groups are 105.16 and 103.02 respectively. The obtained t-ratio for Hindu and Muslim compared groups is 1.41 (Table-1). The t-ratio is insignificant at .05 level. Hindu and Muslim are not significantly different on their general intelligence. It indicates that religion doesn't influence general intelligence of students.

Table-1 Showing Means, S.Ds. and t-ratio of General Intelligence Scores – Hindu and Muslim Groups

Groups	N	Means	S.Ds.	df	t-ratio	Level of significance
Hindu	100	105.16	10.43	198	1.41	N.S.
Muslim	100	103.02	11.02			

Table-2 Showing Means, S.Ds. and t-ratios of General Intelligence Scores – Father's education (Matriculation, intermediate, graduate)

Groups	N	Means	S.Ds.	df	t-ratios	Level of significance
F-Matric	84	101.46	11.62	150	1.66	N.S.
F-inter	68	104.38	10.05			
F-Matric	84	101.46	11.16	130	3.44	.01
F-graduate	48	108.28	10.84			
F-inter	68	104.38	11.95	114	1.78	N.S.
F-graduate	48	108.28	11.42			

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The mean general intelligence scores of f-matric, f-inter, f-graduate sub-groups are 101.46, 104.38 and 108.28 respectively. The obtained t-ratios for f-matric and f-inter compared sub-groups is 1.66, f-matric and f-graduate sub-group is 3.44 and f-inter and f-graduate sub-group is 1.78 (Table-2). Out of three t-ratios one t-ratio is significant at .01 level and two t-ratios are insignificant at .05 level. Students from f-graduate were significantly higher than students from f-matric but insignificant higher on f-inter. Also, students from f-inter were insignificant higher on f-matric on their general intelligence. The mean general intelligence score of f-graduate was higher than mean of f-inter. It indicates that father's education of students partially influences general intelligence of students.

CONCLUSION

The study led to the following conclusions:

- Religion doesn't influence general intelligence of students.
- Father's education partially influences general intelligence of students. There is significant difference between father's education graduation and father's education matric but insignificant difference between father's education inter on general intelligence of students. Also, there is insignificance difference between father's education matric and father's education inter on general intelligence of students.

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Conflict of Interest

The author declared no conflict of interest.

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